

**TEACHERS' BELIEFS TOWARD THE TEACHING OF GRAMMAR AND
THEIR ACTUAL CLASSROOM PRACTICES AT UNIVERSITY OF
MUHAMMADIYAH MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's Degree of English
Language Education**



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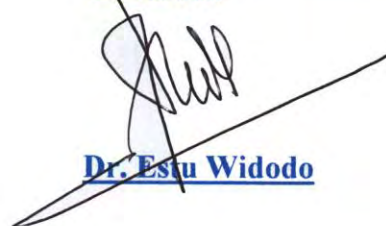
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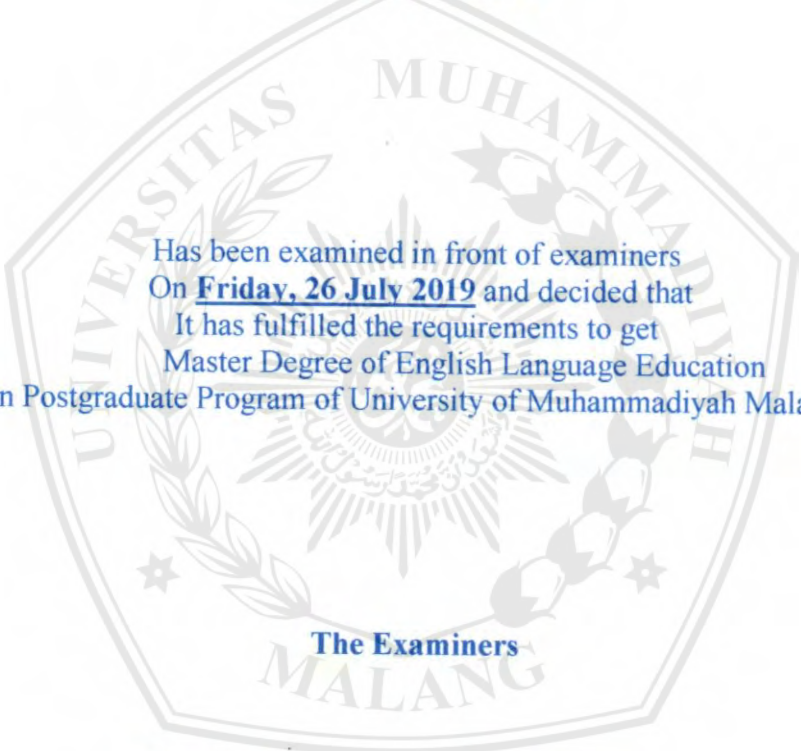


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It has fulfilled the requirements to get
Master Degree of English Language Education
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I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **TEACHERS' BELIEFS TOWARD THE TEACHING OF GRAMMAR AND THEIR ACTUAL CLASSROOM PRACTICES AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 26 July 2019

The Writer,



SUKMA WIDYA SASMI SABBU

Motto and Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Innama' al 'usri yusraa

“Maka Sesungguhnya bersama kesulitan ada kemudahan”

(Qs. Al-Insyirah: 6)

*I dedicate this Thesis for my beloved parents,
sisters, and all my family.*

Thank you so much for everything

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Alhamdulillah, all praise is to Allah, the Lord of the Universe who has been giving and blessing the researcher until she could complete this Thesis. The researcher is really nothing without His grace and protection. Peace and salutation are upon the greatest Prophet Muhammad SAW, his family, companions, and adherents.

The researcher would like to take some time to thank all the people without them this research would never have been possible. Many people have contributed to this research in their own particular way and for that she wants to give them special thanks.

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May Allah bless them all, Aamiin.

Malang, July 2019

The Researcher

Sukma Widya Sasmi. S



TEACHERS' BELIEFS TOWARD THE TEACHING OF GRAMMAR AND THEIR ACTUAL CLASSROOM PRACTICES AT UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT

Beliefs of English teachers about grammar teaching and the influence of such beliefs on their classroom practices remain relatively unexplored in the context of Indonesia universities where English is taught separately with other subjects. More precisely, this study explores English teachers' beliefs toward the teaching of grammar and their actual classroom practices. Qualitative method is utilized in this research. Three English teachers participated in this study. They provided insights into how grammar should be taught at English department. The instruments of this study are interview and observation to collect the data on teachers' beliefs and their teaching practices in classroom.

The findings showed that the teachers tend to have similar beliefs about grammar teaching. Through face-to-face interviews with teachers who taught grammar in English class, it was found that there were five ways of teaching grammar based on the teachers' beliefs. They were: (1) explicit grammar teaching, (2) implicit grammar teaching, (3) inductive grammar teaching, (4) integrated grammar teaching, and (5) communicative grammar teaching. These beliefs are correlated with their strategies used when teaching grammar. Through observation, it showed that the teachers' beliefs were indeed reflected in their actual classroom practices.

Eventually, the implications of this study are identified that teachers' beliefs are the best indicator of the types of instructional decisions they make during their grammar teaching. Regardless of which method should be applied in grammar teaching, it is also important for teachers to be aware of their students' needs and situations regarding the role of grammar teaching.

Keywords: Teachers' Beliefs, English Teachers, the Teaching of Grammar, Classroom Practices

KEPERCAYAAN GURU TERHADAP PENGAJARAN GRAMMAR DAN PRAKTIK KELAS SEBENARNYA DI UNIVERSITAS MUHAMMADIYAH MALANG

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ABSTRAK

Kepercayaan guru bahasa Inggris tentang pengajaran tata bahasa dan pengaruh kepercayaan semacam itu terhadap praktik di kelas mereka masih relatif belum dieksplorasi dalam konteks universitas di Indonesia di mana bahasa Inggris diajarkan secara terpisah dengan mata pelajaran lain. Lebih tepatnya, penelitian ini mengeksplorasi kepercayaan guru bahasa Inggris terhadap pengajaran tata bahasa dan praktik pengajaran di kelas mereka yang sebenarnya. Metode kualitatif digunakan dalam penelitian ini. Tiga guru bahasa Inggris berpartisipasi dalam penelitian ini. Mereka memberikan wawasan tentang bagaimana tata bahasa harus diajarkan di departemen bahasa Inggris. Instrumen penelitian ini adalah wawancara dan observasi untuk mengumpulkan data tentang kepercayaan guru dan praktik mengajar mereka di kelas.

Hasil penelitian ini menunjukkan bahwa para guru cenderung memiliki kepercayaan yang sama tentang pengajaran tata bahasa. Melalui wawancara dengan guru-guru yang mengajar tata bahasa di kelas bahasa Inggris, ditemukan bahwa ada lima cara mengajar tata bahasa berdasarkan kepercayaan guru. Kepercayaan tersebut adalah: (1) pengajaran tata bahasa eksplisit, (2) pengajaran tata bahasa implisit, (3) pengajaran tata bahasa induktif, (4) pengajaran tata bahasa terintegrasi, dan (5) pengajaran tata bahasa komunikatif. Para guru membentuk kepercayaan mereka berdasarkan pengalaman mengajar mereka di mana bahasa Inggris diajarkan sebagai bahasa asing. Kepercayaan ini berkorelasi dengan instruksi yang digunakan saat mengajar tata bahasa. Melalui observasi, hasil penelitian menunjukkan bahwa kepercayaan guru memang tercermin dalam praktik kelas mereka yang sebenarnya.

Akhirnya, implikasi dari penelitian ini diidentifikasi bahwa kepercayaan guru adalah indikator terbaik dari jenis keputusan pengajaran yang mereka buat selama pengajaran tata bahasa. Terlepas dari metode mana yang harus diterapkan dalam pengajaran tata bahasa, penting juga bagi guru untuk menyadari kebutuhan dan situasi siswa mereka mengenai peran pengajaran tata bahasa.

Keywords: Kepercayaan Guru, Guru Bahasa Inggris, Pengajaran Grammar, Praktik Kelas

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INTRODUCTION

Research Background

Grammar plays an important role in teaching and learning language. Zhang (2009) stated that the English learners who lack in grammar rules can neither use the English accurately to complete a sentence nor to speak English fluently in accuracy. Accuracy refers to the ability of the English learners to produce grammatically correct sentences, while fluency refers to a level of proficiency in communication. Thus, mastering grammar rules can determine the success of English learners in using the language in terms of both accuracy and fluency.

Zhang (2009) argued that English learners who have grammatical competence can use the grammar in communication appropriately and accurately because grammatical competence is one of the goals in communicative competence that they should achieve. Furthermore, Thornbury (1999) stated that without good grammar competence, English learners will never be certain of what and how to speak properly which, in turn, end with a very terrible speech.

In teaching and learning grammar, there is no doubt that implicit or explicit knowledge of grammar rules is very essential for mastering the language (Zhang, 2009). As grammar is a system of language rule that describes the formation of sentence, it will affect not only on mastering the receptive skills but also the productive skills, such as speaking and writing skills. Thus, it will determine the way how the teacher teaches grammar in the classroom, implicitly or explicitly.

Grammar has always been an important component in the teaching and learning of English because it provides the learners with the needed structure in order to organize the words and ideas in a comprehensible way. It also always has been a critical issue of language teaching regarding the best way in teaching grammar among many researchers in the last few years (Ellis, 2001, 2006; Rama & Agullo, 2012; Corzo, 2013; Braine, 2014). As the result, there are a number of different views, approaches, and methodologies about the role of grammar and grammar instruction in teaching language. The most controversial area regarding the teaching of grammar is whether the learners would acquire grammar implicitly or explicitly in learning language.

Furthermore, some educators and researchers believed that explicit grammar can help the learners in mastering the grammar in order that they can speak fluently and accurately. For instance, Ellis (2006) including Norris and Ortega (2002) supported the idea of the importance of including the explicit grammar in a second language acquisition process. On the other way around, the idea of teaching grammar explicitly is not suitable with this current era. Also many educators may have been concerned with that because it could bring about a teacher-centered perspective where the learners will not have a chance to participate actively in the classroom (Corzo, 2013).

Beside the critical issue in teaching grammar, there is now a new phenomenon that teaching is a cognitive activity, and the teachers' beliefs might have a great impact on their instructional decisions in the classroom (Tillema, 2000). Teachers' beliefs also can play an important role in their decisions about the type of materials, methods, activities, and instructions that they will apply in their lesson (Burgess & Etherington, 2002). As there are a number of new methods and approaches in English teaching field, the teachers should tend to develop different opinions on grammar teaching creatively. Therefore, it is very important to understand the teachers' beliefs regarding the grammar instruction because most of the English teachers have their own set of personal beliefs of grammar teaching and how grammar should be taught. By understanding teachers' beliefs, it is expected that there will be improvement in the teaching practices and teacher education program.

However, teachers' beliefs are not easy to define because they are not directly observable, and they could not easily to be measured (Johnson, 1994). Thus, the teachers might have difficulty to explain what they have in their minds. For instance, the teachers' beliefs may not always be reflected in their instructional decisions when teaching grammar in the classroom. Therefore, this is one of the reasons why it is crucial to investigate the relationship between the teachers' beliefs in grammar teaching and their actual classroom practices. In addition, such investigation will provide valuable information that may be used to help the teachers in teaching grammar and to inform the teacher trainers and educators as well as to ensure the

effective grammar teaching for the learners in the teaching and learning of a language.

Based on the previous explanation, there are a number of studies that have investigated about the relationship between teachers' beliefs in grammar teaching and their actual classroom practices. The findings of these studies indicated that the teachers' beliefs are definitely reflected in their classroom practices (Alghanmi & Shukri, 2016; Uysal & Bardakci, 2014). Meanwhile, some other studies that have different results showed that the teachers indeed have a set of complex belief system that are sometimes not reflected in their classroom practices for various complicated reasons that related to context of teaching (Farrel & Particia, 2005; Ezzi, 2012).

Although there have been a number researches in the literature regarding the teachers' beliefs and their practices in grammar teaching, there are just a few of researchers in Indonesia that have directly investigated the teachers' beliefs in teaching grammar in university level and their actual practices in the classroom.

Therefore, this study conducted in university level at University of Muhammadiyah Malang because grammar is one of the subjects taught at English department. According to the curriculum, grammar should be taught in connection with communication as the main purpose of learning a foreign language. Thus, the researcher wanted to find out specifically the ways grammar should be taught based on the teachers' beliefs, and whether or not their beliefs are reflected in their actual classroom practices.

Furthermore, this study covered the relationship between teachers' beliefs in grammar teaching and their actual classroom practices because in university level, grammar is taught separately that somehow would have different findings with the previous studies.

Research Questions

This study is intended to answer the following research questions:

1. What are the teachers' beliefs about the way to teach grammar at university level?
2. What are the teachers' actual classroom practices of teaching grammar at university level?

REVIEW OF RELATED LITERATURE

Teaching Grammar

Grammar is one of the aspects of language that should be taught and learnt. Cowan (2008) defined grammar as the set of rules which describes how words and group of words can be arranged into sentences in a particular language. This is in line with Patel & Jain (2008) who defined grammar as good usage principles of scientific statement which concern with the relation of words in the sentences. Moreover, Levine (2014) stated that grammar not only as a set of language rules but also as an important tool for successful communication.

Pedagogically, grammar can be defined as a research domain which is concerned with how grammar can most effectively be taught and learnt in the second language or foreign language classroom (Keck & Kim, 2014). Pedagogical grammar here focused on the way grammar should be taught, and that was exactly what this study focused on as well.

The Way to Teach Grammar

The main purpose of grammar teaching is to assist learners to communicate accurately and fluently in that language. However, more than this year's language teachers debating regarding the way to teach grammar between teaching methods that support focus, especially on language use and those who focus on language analysis. There are some ways in grammar teaching. They are as follows:

1. Deductive Grammar Teaching

Deductive grammar teaching is a traditional method regarding the information of language target which starts with the presentation of the structure rules in the beginning of the class and continued with examples (Thornbury, 1999). It is derived from general to the specific. It means that the theories, principles, concepts, or the rules are presented first then followed the applications.

There are three basic principles of deductive lesson. Firstly, starting with the rules that are presented by the teachers. Secondly, teachers provide some examples by highlighting the grammar structure. Thirdly, students make practice with the rules and produce their own examples at the end of the class (Thornbury, 1999).

2. Inductive Grammar Teaching

Inductive grammar teaching is a method when learners discover the grammar rules by examining the examples (Nunan, 1999). It refers to the learners' ability to construct and explore the correct grammatical rules and acceptable sentences of the language by themselves. In this method, the teacher provides some examples, and the learners try to explore and construct the grammatical rules or formula (Thornbury, 1999).

3. The Eclectic Grammar Teaching

Eclectic language theory was advocated during the 1990s and become very popular nowadays (Kumar, 2013). The average teacher likes to have advantages of deductive and inductive methods. They use deductive methods to explain a complex grammar points while they also use inductive teaching to involve students. It was found that deductive learning is easier for adult students whereas inductive learning is more effective especially for teaching grammar regularity.

4. Explicit and Implicit Grammar Teaching

Two commonly methods of teaching grammar are explicit and implicit grammar instruction. Both grammar instructions have their own limitations and strengths depending on certain situation. For applying those grammar instructions, it depends on the teachers whether to teach grammar implicitly or explicitly.

a. The Explicit Grammar Teaching

Explicit grammar teaching is regarded as drilling, technical, memorization, and rule-governed practice in language classroom (Rahman & Rashid, 2017). The ultimate focus of explicit teaching is to enable the students to produce grammatically correct speech. Ling (2015) stated that the learners need explicit grammar rules in order that they can express their own output properly. In explicit grammar teaching, teacher is the main priority in the language classroom. It means that teacher is the main source of information in giving the rules and direction (Rahman & Rashid, 2017).

b. The Implicit Grammar Teaching

Implicit grammar teaching is regarded as more flexible and dynamic method where the students become the center of learning (Birsan, 2012). It involves the students' engagement, communicative, and interactive learning activities. It gives

autonomy to the learners to be independent learners (Birsen, 2012). The focus of this instruction is on the fluency rather than accuracy, because it occurs more naturally in order that the learners achieve grammar competence and second language acquisition (Birsen, 2012).

5. Communicative Grammar Teaching

Communicative grammar teaching views language as communication which means that it expects the students in order to learn how to communicate appropriately in the target language (Freeman & Anderson, 2011). It focuses on meaning without explicit attention to grammatical forms. It is involved in a reaction to the view of language instruction which relies heavily on the development of four skill-listening, speaking, reading and writing and on manipulated mechanical exercises grammatical form without connection with realistic communication.

Communicative competence refers to original intuitive mastery the speaker must use and interpret the language appropriately in relation to the social context and interaction between people. In the same way, it also focuses on developing abilities about who says to whom, when, where, in what way, what to say and what does not need to be said.

In communicative teaching method, classroom instructions involves the use of games, solving puzzles, telling stories, discussing ideas, deciding an action, take a point of view, and make a smart guess about the image displayed along with oral presentations (Cowan, 2008). In this method, the teacher does not direct classroom activities. As a replacement, students work together in small groups or couples to achieve meaning through interaction, while the teacher steps into the background and is available for guide and resolves problems that arise in the efforts of students to deliver.

6. Task-based Grammar Teaching

The task-based language teaching is a logical development of Communicative Language Teaching. It views language as communication (Freeman & Anderson, 2011). This method refers to an approach based on the use of tasks as the main unit of planning and instruction in language teaching (Richards & Rodgers, 2001). The basic components in this method are purposeful activities and tasks that emphasize on the communication and meaning. The classroom instruction such as using realistic

tasks in teaching, elaborating input, giving students with rich input (comprehend language), promoting grammar rules formation, promoting cooperative learning between and among students. There are some techniques in this method that can be applied by teachers such as information-gap task, opinion-gap task, reasoning-gap task, unfocused task, focused tasks, input-providing tasks, and output-prompting tasks (Freeman & Anderson, 2011).

Teachers' Beliefs

Borg (2011) defined beliefs as a premise that might be unconsciously or consciously carried, as evaluative that is acknowledged as true by the person, as guide to thought and behavior. Beliefs as theories which become very personal and become deeply embedded over time in the teachers' cognitive process (Ertmer, 2005). Beliefs have an adjusting purpose to assist people understand and define themselves and the world, and beliefs play an important role in defining the behaviors and tasks (White, 1999).

Borg (2001) defined teacher's belief as the teacher's pedagogical belief or belief that is relevant to individual teaching. Richards et al. (2001) pointed out that the study of teacher belief is part of the process of understanding how teachers conceptualize their work in second language teaching. Borg (2003) stated that teachers' beliefs have been studied to see how knowledge of pedagogical system and personal beliefs have informed the teachers' decisions and teaching practices.

Beliefs provide a process of systematic justification for planning, deciding, acting, assessing, judging, accepting, or denying. Woods (1996) stated that beliefs could affect the teachers in deciding method on their teaching. Beliefs also can be defined as a set of structured principles that originate from a teacher's individual personality, teacher's prior experience, and school practices (Ezzi, 2012). Teachers' belief systems include their expectations, values, attitudes, assumptions and theories regarding teaching and learning that are considered to be the main source of teachers' teaching practices in the classroom (White, 1999).

Teachers' Beliefs in Teaching Grammar

Grammar is always an important component in teaching and learning English because it provides the speaker with the structure needed to organize words and ideas in understandable formula. Through the use of proper grammar, people tend to avoid misunderstanding and communicate efficiently. Nevertheless, grammar teaching has always been a field of debate (Braine, 2014; Corzo, 2013; Rama & Agulló, 2012; Ellis, 2006). The argument mostly focuses on the grammar's role in teaching and learning English and various methods of teaching grammar. Teachers tend to develop a different opinion about teaching grammar, because of the development of the new approaches and methods in the English teaching field. Borg (2003) claimed that teachers' judgments about how they teach grammar are based on their beliefs.

Lee (2008) disclosed that teachers' beliefs are largely reflected in their classroom practices since their beliefs were shaped by their experiences. Meanwhile, Phips and Borg (2009) in their research disclosed that when teaching grammar, teacher's belief does not always reflect in their real classroom practices.

There is a correlation between what teacher believes in grammar teaching which is formed by the learning experience, and what teacher does in the class when teaching grammar (Hassan, 2013). It has been suggested by the literature and research results that teachers practice in the classroom is under the strong influence of teachers' beliefs about their own role in the educational process.

Brown et al. (2011) stated that how teachers' methods to teach in the classroom followed from their beliefs. Some beliefs may appear to be ineffective in a certain situation in the classroom based on the teachers' experiences, due to variety of learners' needs and expectations, or it could be the concern of class management which causes a mismatch between teachers' beliefs and practices.

Richardson (1996) mentioned that experience with schooling and instruction, experience with formal knowledge, and personal experience are the factors in shaping the teachers' beliefs in teaching grammar. In addition, Borg (1999) mentioned that teacher education, classroom practices, and prior language learning experience are also the factors that influence the teachers' beliefs. William and Burden (1997) separated their argument into three fields regarding the teachers'

beliefs: (1) about learners, (2) about themselves as language teachers, and (3) about language learning.

Furthermore, the most controversial area regarding the teaching of grammar is whether the teachers would acquire teaching grammar explicitly or implicitly in teaching English.

Teachers' Beliefs of Explicit Grammar Teaching

Thu (2009) stated that teacher's belief regarding the grammar teaching is essential for the mastery of the language and grammar should be taught explicitly instead of implicitly. This study revealed that teachers believe that grammatical errors must always be corrected, even when the language is understood. Uysal & Bardakci (2014) found that most teachers preferred teaching explicit grammar, drilling, L1 usage, and repetition that are considered the traditional approach to grammar teaching. In addition, Nagaratnam and Al-Mekhlafi (2013) revealed that most teachers believe that some explicit instructions of grammar rules and emphasis on grammar exercise are needed.

Teachers' Beliefs of Implicit Grammar Teaching

Corzo (2013) stated that teaching grammar implicitly is more effective than explicitly, and it could make students more active in learning grammar because it brings communicative competence during teaching and learning process. It means that students learn grammar unconsciously while they communicate each other. Farahian (2011) reported that most teachers appreciated grammar teaching through meaningful communicative activities. In line with Hos and Kekec (2014), the study showed that most of the teachers support grammar teaching in communicative language teaching (CLT) method and only a few of them support the use of the Grammar Translation Method (GTM).

To summarize regarding the criteria of teachers' beliefs in teaching grammar, the categories will be listed below.

Table 1. The Criteria of Teachers' Beliefs in Teaching Grammar

No.	Teachers' Beliefs in Teaching Grammar
1. Beliefs of Explicit Grammar Teaching:	<ul style="list-style-type: none"> Teachers should apply deductive method; teachers explain the grammatical rules then provide examples. Grammar class should be full of exercises. Teachers should use grammatical drilling and repetition. Teachers should ask or require students to memorize grammar rule. Teachers should use students L1 to explain grammar rules. Grammar class should focus on accuracy rather than fluency. Teacher is the main role in explaining the grammar rules.
2. Beliefs of Implicit Grammar Teaching:	<ul style="list-style-type: none"> Teachers should teach grammar indirectly. Teachers should apply inductive method; teachers encourage students to discover rules by themselves instead of explaining the grammatical rules. Grammar should be taught integrated with other English skills and components. Teachers should encourage students to involve in learning activities during teaching and learning grammar. Students should have chance to participate actively in learning grammar. Teachers should teach grammar through meaningful communicative learning activities. Teachers should focus on fluency in teaching grammar in order that students can communicate effectively. Student is the main role in discovering the examples and the grammatical rules.

(Adapted from Alghanmi & Shukri, 2016)

Therefore, teachers' beliefs in teaching grammar have an important role in teaching and learning process. What teachers believe about the way grammar should be taught in the classroom can influence the effectiveness of students in learning grammar.

Teachers' Classroom Practices in Teaching Grammar

Classroom practice refers to the phase of actual teaching at the school (Borg, 2003). Li and Oliveira (2015) defined classroom practice as a system process that involves multiple learning activities and interactions in the classroom. This requires a study of interactions among grammar contents that will be taught and learned, teaching practices, the work and experience of teachers. The classroom practice process can be showed in different formats and structures, and its effectiveness can be influenced by a number of factors both external and internal in the classroom (Li & Oliveira, 2015).

There are a lot of researches on teachers' beliefs, at where is the relationship between belief and teaching practice seen as significant. For instance, Luft and Roehrig (2007) stated that the teachers' beliefs affect the classroom activities they apply, their perception and judgment, and it can advance not only to the improvement of teaching practices but also to the teacher education program as well because teacher's belief has a strong effect on the teaching process, and the teacher's belief in practice is powerfully effected by pedagogical objectives and contextual factors (Phipps and Borg, 2009).

Borg (2006) claimed that teacher's belief does not always reflect in the classroom practice while teaching grammar. Farrell and Particia (2005) revealed that teachers do have complex belief systems including their theories, expectations, assumptions, values, and attitudes about teaching and learning that are regarded as main source of teachers' teaching practices in the classroom.

Research on teachers' beliefs about teaching grammar and their actual classrooms practices thus can take a different perspective, and there is still much to be examined and understood because the researcher tries to explore grammar teaching and learning through the way teachers teach grammar in the classroom based on their beliefs.

Based on the explanation above, it can be concluded that in the classroom practice, the teacher plays an important instructional role in transferring her/his knowledge, and the learners involve themselves in the learning process (Li & Oliveira, 2015). This research occupied an important place to understand teachers' classroom practices and their beliefs. That is, it is a source and it affects each teacher's action because it contains important knowledge in terms of grammar teaching.

RESEARCH METHOD

Research Design

Research design is a research process that covers all research assumptions with data collection and analysis methods (Creswell, 2009). The aim of research design is to provide appropriate research methods, the most valid and accurate answers to research questions (McMillan & Schumacher, 2001). The aim of effective research design is to determine where there is coherence between research questions and the proposed method or approach that produces credible and verifiable data (McMillan & Schumacher, 2001).

The qualitative method utilized to conduct this research because it best serves to answer the research questions and purposes of this study. Qualitative research is a social action form which emphasizes the way people understand and interpret their experience to perceive the individuals social reality (Zohrabi, 2013). Qualitative research design aims to discover, describe, classify, analyze, and explain research data as is, then offer relevant recommendations to solve problems (Mohajan, 2018).

In this study, the researcher discovered and analyzed the teachers' beliefs regarding the way to teach grammar and their actual classroom practices at university level. Brink (1993) stated that qualitative researchers are interested in people's beliefs, experiences, and meaning systems from the community's perspective.

This study adopted interpretive approach to provide a more complete and comprehensive understanding of the research questions. An interpretive approach is concerned with understanding the world as it is from individual subjective experience (Reeves & Hedberg, 2003). According to Willis (2007), the interpretive approach usually seeks to understand certain contexts and the core belief of the

interpretive paradigm is a socially constructed reality. Creswell (2003), Yanow and Schwartz-Shea (2011) claimed that interpretivist researchers discover reality through the views of participants, their backgrounds, and experiences. Walsham (1995) presented three different uses of theory in an interpretive case study: theory guiding the design and collection data; theory as an iterative process of collecting and analyzing data; and theory as a result of a case study. Therefore, the researcher interpreted and explained the teachers' beliefs and their actual classroom practices in teaching grammar.

Research Subjects

The researcher chose English teachers who have been teaching grammar at English department in the University of Muhammadiyah Malang as the subjects of this study. The researcher chose University English teachers because grammar is taught separately from the other English subjects in University. It is different from English teachers who teach at school where English is integrated with all English skills and components. This supports the researcher to discover the teachers' beliefs about the way to teach grammar and their actual classroom practices at university class.

In this study, the researcher used a purposive sampling technique because in qualitative research, it is the most common sampling strategy, and participants are selected based on the criteria in the research questions. Purposive sampling is the process of selecting a sample by taking a subject that is not based on a level or area, but is taken based on specific purposes (Arikunto, 2010).

This study involved identifying and selecting participants who have knowledge or experience with phenomena that are interested in certain criteria. Because this study examined the teachers' beliefs that were developed by teachers' experience in teaching grammar, so that there were two requirements for teachers as participants in this research. The criteria are elaborated below:

1. The teachers should have Master Degree of English to certify that they have high-level education which show that they have suitable knowledge in teaching grammar.

2. The teachers should have been teaching grammar more than 3 years at English department in the University of Muhammadiyah Malang. To examine teachers' beliefs, it needs experienced teachers who have strong decisions and instructional practices in teaching grammar. Rice (2010) and Sass (2007) claimed that teaching experience affects teacher effectiveness during the first few years of teaching. After that, the effect will decrease.

Therefore, the researcher found three teachers who were fulfilled the criteria above, also who were willingly participating in this study. The teachers were teaching intermediate English grammar at the second semester of English language education department in the University of Muhammadiyah Malang.

Research Instruments

McMillan and Schumacher (2001) stated that an instrument is a tool or implementation, especially something that is used in carrying out an action, for example in scientific work. To reach the aims, there were two instruments that would be applied in this research: classroom observation and interview.

1. Observation

Gorman and Clayton (2005) defined observation studies as studies that "involve systematic recordings of phenomena or behaviors that can be observed in a natural environment". The attitude of researchers in the arrangement of observations, that is, how they position themselves as researchers, is an important consideration for the validity of research. Kawulich (2012) stated that there are two major types of observation. The first is participant observation; where the researcher participates actively, for extended period of time. It may require the researcher to live or work in that area. The second is non-participant observation; where the researcher is involved in observing without interacting with objects or people studied in the settings.

In the present study, the researcher acted as non-participant observer in which she has no role in teaching and learning activities. It means that she did not involve in the situation. Therefore, she only observed the teachers' actual classroom practices when teaching grammar in the class. The researcher tried to find out whether or not their beliefs were reflected in their actual classroom practices. The researcher used video recording and took field note during the observation in order to get the valid

data. From the data of the observation, the researcher constructed some questions for interview.

2. Interview

Shneiderman and Plaisant (2005) defined interview as a method of collecting data using a series of core questions that have been planned through oral quizzes. Interview is flexible, interactive and generative tool to explore meaning and language in depth (Silverman, 2004). Interview can be very productive because interviewers can pursue specific issues of concern that can lead to focused and constructive suggestions. Depending on the needs and design, interview can be unstructured, structured, and semi structured with individuals, or maybe focus group interviews (Shneiderman and Plaisant, 2005).

The semi structured interview used in this study. O’Keeffe et al. (2016) claimed that in semi-structured interviews, the interviewer has more flexibility when it comes to add questions or ask for clarification. O’Keeffe et al. (2016) added that such interviews tend to be used to collect qualitative data, usually lasting a little longer, and allowing interviewers to explore questions more deeply. This kind of interviews facilitate the collection of personal data, since participants feel more comfortable and relaxed, making interviews more conversation than interrogating questions and answers (Corona, 2017).

The aim of this interview was to find out the teachers' beliefs about how to teach grammar in university, especially at English department class. The interviewees were English teachers who taught grammar who met the requirements based on predetermined criteria. The interview held once for each teacher using a semi-structured interview where questions were given and asked by the researcher. The interview held after conducting classroom observation. During the interview, the researcher used voice recordings for tracking data.

Data Collection Procedure

The researcher used iterative approach in this study. Iterative refers to a systematic, repetitive and recursive process in the analysis of qualitative data. An

iterative approach involves the sequence of tasks performed in exactly the same way each time and carried out several times (Mills, Durepos & Wiebe, 2010).

The data collection conducted to gather information about the way grammar should be taught based on the teachers' beliefs, and whether or not their beliefs were reflected in their actual classroom practices. To collect the data, the researcher took several procedures as follows:

1. Selecting the participants based on the proposed criteria.
2. Conducting classroom observation by taking field note and video recording as the tools to get accurate data.
3. Doing interview with the teachers after observing in the classroom. For tracking the data, audio recording was used during this interview.

Data Analysis

According to Ary et al. (2010) data analysis is a process in which researchers systematically search and organize data to improve their understanding of data and to enable them to present what they learn to others. Data analysis comes after the data have been collected to understand the study and reach certain findings (Field, 2009).

In this study, the researcher employed interpretive analysis approach to analyze the data. Interpretive analysis is working with data, organize it, break it down into manageable units, encode it, synthesize them, and look for patterns (Bogdan and Biklen, 2003). In addition, they claimed that interpretive is one of the types in the inductive qualitative analysis that aims to discover meaning through direct interpretation of what is observed by themselves and what is experienced and reported by the subject.

The researcher analyzed the data in the several steps:

1. Organizing the data from classroom observation by taking field note and video recording. Then, coding the data from both field note and video recording. After that, categorizing the results to find out the emergent themes.
2. Transcribing the data from interview by giving color code and categorizing the data to discover the emergent themes that might be different or similar from the observation.
3. Drawing conclusion from the results of data analysis.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this section, the researcher describes the findings based on the research questions: (1) what are the teachers' beliefs about the way to teach grammar at university level? and (2) what are the teachers' actual classroom practices of teaching grammar at university level? The findings can be seen clearly in the following explanation.

The Teachers' Beliefs about the Way to Teach Grammar

This part displays the teachers' beliefs about the way to teach grammar at the second semester of English language education department in the University of Muhammadiyah Malang. Through face-to-face interviews with teachers who taught grammar in English class, it was found that there were five ways of teaching grammar based on the teachers' beliefs. They were: (1) explicit grammar teaching, (2) implicit grammar teaching, (3) inductive grammar teaching, (4) integrated grammar teaching, and (5) communicative grammar teaching. Each of the findings is presented below.

1. Explicit Grammar Teaching

Explicit grammar teaching refers to the grammar instruction which is seen to be technical, drilling, memorizing, and governed by rules in English classroom. It emphasizes on learning grammar purposefully. During the interview, two of the English teachers strongly believed that explicit grammar teaching was the best way in teaching grammar, especially at English language education department. They shaped their beliefs based on their teaching experiences in which English is taught as a foreign language and which emphasizes explicit grammar teaching. In addition, both teachers have been teaching grammar more than 10 years at English language education department in the University of Muhammadiyah Malang (*see Appendix 2*). The teachers' beliefs in teaching grammar can be seen in the excerpt data below.

Teacher 1: I have been teaching English grammar since 2009, so back then like 10 years ago. I started my career as an English lecturer in English

Language Education Department in 2009. So, my first encounter with students was about teaching grammar and also speaking. (line 6-9)

Teacher 1: In English department class, **grammar should be taught explicitly** because they are going to be English teachers. To be effective English teachers, they must learn grammar. Thus, **grammar should be taught explicitly** because we need to dig out, expose a lot more theories about grammar and the concept of grammar to students. (line 130-134)

Teacher 3: **I have been teaching grammar more than 10 years.** (line 13)

Teacher 3: **I always believe that grammar should be taught explicitly**, because they are students of English language education department. They are expected to be able to speak and write English correctly. So, teaching grammar explicitly can help students understand the grammar rules better. (line 146 and 187-190)

The teachers' responses indicated that they believed that grammar should be taught in an explicit way, especially at English class. The teachers stated that explicit grammar teaching aims to draw the students' attention to the grammar structure. That is why the teaching of grammar should be separated for students in English language education department because they are learning the language since they are going to be English teachers. The teachers revealed that the students of English language education department lack of required language learning environment when learning English, so they must master the rules of grammar. Explicit grammar teaching can make students more profoundly understand the grammar items. In addition, students will keep clear when learning grammar concepts.

2. Implicit Grammar Teaching

Implicit grammar teaching is one of the grammar instructions in which the teacher teaches grammar indirectly to the students. The research finding showed that the teacher believed that grammar should be taught implicitly. The teacher preferred to use an implicit way of teaching grammar by considering the students' ability. The findings are stated in the excerpt data below.

Teacher 2: **I have been teaching English grammar since the last four years.** Every year, I have at least one class to teach basic grammar or intermediate grammar. (line 10-12)

Teacher 2: I prefer to use the **implicit way in teaching grammar** although the students may need the explicit way. I am still considering they are beginners. (line 138-140)

Teacher 2: We are not only teaching grammar but we can ask them to produce the language automatically or subconsciously. **It is better if we deliver the material in an implicit way. I believe that the students can acquire the grammar structure unconsciously and simultaneously.** (line 141-145)

The excerpt showed that the implicit way of teaching grammar is also needed in order that the students can produce the language unconsciously without being afraid of making mistakes. The teacher believed that implicit grammar teaching is the best way for the students, depending on the students' needs and situation. Regarding the students' language proficiency, it was found that the teacher had to understand whether the students were beginners – having very low language ability, intermediate – having the knowledge of grammar better, or advanced in which the comprehension of the students were mostly at high level. In that way, the teacher believed that the grammar instructions could be successful. The teacher proposed that the main aim of implicit grammar teaching was focused on finding out whether this kind of instruction helped the students effectively acquire the structures they had been taught.

3. Inductive Grammar Teaching

Inductive grammar teaching refers to the grammar instruction in which the teacher firstly starts with giving examples and then followed by the presentation of the grammar rules. During the interview, all the teachers agreed that an inductive grammar teaching was the best way in delivering the grammar structure to the students. The teacher provided some examples, and asked the students to explore and construct the grammatical rules. The findings are showed in the interview results below.

Teacher 1: Even though I teach explicitly, but I am still following the modern stage in which I **start up with the example and let the students find out the formula by themselves.** (line 157-159)

Teacher 2: Since I applied implicit grammar teaching, **I prefer to let the students find out the form by themselves. Then, I give input to the students by asking, discussing, and comparing to their friends' answers.** (line 197-199)

Teacher 3: After giving a topic about grammar, **I always give an example to the students and ask them to identify the formula and the function.** (line 171-172)

Based on the interview results above, it was clearly stated that the teachers also preferred inductive grammar teaching because the focus was more on the students - students-centered learning. In the inductive grammar teaching, the students tended to be more active because they were also introduced with grammar rules simultaneously. The teachers also claimed that the purpose of teaching grammar was to help students find the rules by themselves from those provided examples.

4. Integrated Grammar Teaching

Integrated grammar teaching refers to the teaching method in which the teacher teaches grammar integrated with the other English skills or components. In this sub-section, two teachers believed that grammar should be taught integrated with writing. The findings are showed in the excerpt data below.

Teacher 3: **I believe that one of the best ways of teaching grammar is integrated with writing** because grammar and writing cannot be separated. (line 117-119)

Teacher 3: The teacher should apply **integrated grammar teaching**, especially in English class, because they will write their thesis in the end of their semester. (line 125-127)

Teacher 1: **The quality of writing is based on the grammar**, when students start up with wrong grammatical construction in the first of introductory sentence, then I am pretty sure the rest of the writing will be even worse. (line 110-113)

Teacher 1: **Grammar should always be integrated with writing** because grammar is the key of good writing. (line 119-121)

The teachers claimed that the skill that mostly influenced by grammar was writing. To be effective English users, the students must learn grammar because grammar will help them organize words and messages and also make them meaningful. Grammar will give them the competence to combine words to sentences. Knowing more about grammar will allow them to build sentences that were better at

writing performances. Knowledge of good grammar helped them make sentences clear enough to be understood. The use of improper grammar would not convey meaningful messages.

5. Communicative Grammar Teaching

Communicative grammar teaching refers to the grammar teaching in which the teacher teaches grammar in a communicative context. The finding showed that the teacher agreed that teaching grammar in a communicative way could bring the students participate actively in the class rather than being passive during the teaching and learning activities. The teacher also stated that learning language should be acquired through natural exposure. The results can be seen in the excerpt data below.

Teacher 2: I always challenge my students to speak or communicate in grammar class. (line 238-239)

Teacher 2: In learning a language, we do not need to focus more on grammar, but the main thing is the content and the way we communicate with each other. (line 229-230)

Based on the findings above, the teachers believed that communicative grammar teaching can also be considered as one of the best ways of teaching grammar. When students were concentrated too much in its grammatical form but less in the communicative form teaching, it will not be enough for students to become more proficient in terms of native-like. The aim of functional language communicative context was that the students might no longer focus on the rules of grammar structure, but rather having the ability to communicate and having the capability of applying them in the real life context. In addition, the teachers also stated that the students could acquire English without teaching grammar explicitly, and grammar could be taught naturally through communication.

The Teachers' Actual Classroom Practices of Teaching Grammar

The second research question deals with the teachers' actual classroom practices in teaching grammar. This sub-section reports whether or not the teachers' beliefs were reflected in their teaching practices. The findings are presented based on the observation result below (*see Appendix 2*).

Firstly, it was found that the teachers applied an explicit grammar teaching during the teaching and learning process. For instance, the Teacher 1 and Teacher 3 applied an explicit grammar teaching. The teaching and learning process was mainly teacher-centered, with both teachers provided grammar rules explanation and instruction, drilling, asking questions, and eliciting responses from the students based on their knowledge of grammar items. Teacher 1 asked the students to memorize the rules of *hand sight* (giving advice) which contained modal auxiliary. Teacher 3 attempted to explain more of grammatical rules such as *active* and *passive voice*, *to infinitive*, and *gerund* during the teaching and learning process.

Secondly, Teacher 2 adopted an implicit grammar teaching in which the students were more active in discovering the grammar rules by themselves. For example, the teacher gave the topic of *regret* to the students, and asked them to make a list of sentences which contained this word “*regret*”. Then, the teacher asked them to identify the formula based on the example that they had made.

Thirdly, the teachers applied inductive grammar teaching in which the instruction starts with giving examples and then followed by the grammar rules. For instance, the teachers gave a topic and a sentence to the students before giving the grammar structure in the beginning of teaching and learning process.

Fourthly, the teachers adopted integrated grammar teaching in which they taught grammar integrated with writing. For example, they asked the students to make a paragraph or sentences based on the auxiliary verb that they had learnt.

Finally, Teacher 2 applied communicative grammar teaching such as asking, discussing and comparing the students’ answers about the topic of *regret* which contained *auxiliary verb* and *degree of certainty*. Based on the findings, it can be said that most of the time, the teachers’ beliefs matched their teaching practices.

Discussion

This section discusses the findings of this present research. The discussion covers the teachers’ beliefs toward the teaching of grammar and their actual classroom practices. The detailed discussion is presented as follows.

Referring to the first research question, the findings showed that all teachers who participated in this study seemed to have the same beliefs about teaching

grammar. According to the data, it was found that all the teachers believed in an inductive grammar teaching. These findings were in line with the statement made by Ellis (2006) that grammar teaching involves any teaching technique that attract students' attention to some specific grammar forms in such a way that can help them understand it, so they can internalize it. The rules found by the students are for themselves more likely to be in accordance with the mentality of the structure of the rules they have served with. This, in turn, will make the rules more meaningful, easy to remember, and useful. Adamson's study (2009) claimed that most teachers tend to believe in the effectiveness of inductive grammar teaching with which the students are more actively involved in the learning process, rather than being simply passive. Therefore, they tend to be more attentive and more motivated.

Further, the results reported that two teachers believed in the effectiveness of an explicit grammar teaching in which the main role of teacher is to explain the rules. This is in line with the findings of Uysal and Bardakci (2014) which revealed a large portion teacher preferred to focus on grammar instructions and traditional techniques such as drilling, memorizing grammar rules, and using the L1 method - which was often used in grammar classes. Moreover, Azad's study (2013) also supported this finding stating that the teachers believed that grammar should not be taught implicitly, but rather it should be taught explicitly. Meanwhile, only one teacher believed that it was better to teach grammar implicitly and in communicative context. Similar to Nagaratnam and Al-Mekhlafi study (2013), teachers tended to believe in the efficiency of implicit grammar instructions, where the students make their own rules after being exposed to an example, not being given explicit grammar instructions. According to the findings, it seemed that the teachers believed in the value of both grammar instructions and communication competencies.

In accordance with the second research question which looks at whether or not the teachers' beliefs are reflected in their teaching practices, interestingly, the three teachers who were observed, to some extent, showed that most of their beliefs were reflected in their classroom practices. Based on the results, two teachers believed in the effectiveness of explicit grammar teaching rather than implicitly. They adopted explicit grammar teaching in their classrooms, highlighting the consistencies between beliefs and practices. From both teachers, the researcher noted

a strong sense between stated beliefs and their actual classroom practice. Both teachers firmly believed that their students can benefit from explicit grammar teaching. Their actual classroom practices of giving explanations and explicit instructions about grammar items and structures match with their beliefs in their explicit ways of teaching grammar. In the other way around, one teacher believed that the indicative value of teaching grammar is through exposure to language in communicative or natural context. In line with the findings of Farrell and Particia (2005), Shatat (2011) and Ferreira (2014), it could be said that most of the time, the teachers' beliefs match their teaching practice in their class.

CONCLUSIONS AND SUGGESTIONS

This final section presents the research conclusions and suggestion. The conclusions cover the result of teachers' beliefs about the way to teach grammar and their actual classroom practices at university level. Meanwhile, the suggestions are directed to teachers who teach grammar, and next researchers who deal with teachers' beliefs in teaching grammar. Each section is presented in the following sections.

Conclusions

The purpose of this research was to describe the teachers' beliefs about the way grammar should be taught and their actual classroom practices at English language education in the University of Muhammadiyah Malang. Based on the results presented in the previous chapter, the teachers seemed to hold similar beliefs of grammar teaching.

Firstly, the findings indicated that two of the teachers believed in the effectiveness of teaching grammar explicitly and adopt it in their classroom. The teachers stated that explicit grammar teaching aims to draw the students' attention to the grammar structure.

Secondly, the findings also revealed that one teacher believed that grammar can be taught implicitly. The teacher proposed that the main aim of implicit grammar teaching was focused on finding out whether this kind of instruction helped the students effectively acquire the structures they had been taught.

Thirdly, all teachers who participated focused on inductive grammar teaching. In the inductive grammar teaching, the students tended to be more active because they were also introduced with grammar rules simultaneously.

Fourthly, two of the teachers believed that grammar should be taught integrated with writing. The teachers claimed that the skill that mostly influenced by grammar was writing. Knowing more about grammar will allow them to build sentences that were better at writing performances

Finally, one teacher believed that grammar can be taught naturally through communication. Moreover, the findings of the study illustrated that the teachers' beliefs were reflected in their actual classroom practices.

In addition, the most dominant of teachers' beliefs in teaching grammar was the explicit grammar teaching. It was also the teachers' beliefs that mostly practiced in their actual classroom practices. They believed that with concentration on grammar structure, it could develop the students' language accuracy. They claimed that mastering the grammar rules enable students to become more competent communicators.

Suggestions

Based on the findings from previous section, it is necessary to give valuable suggestions. Therefore, this study has some suggestions for grammar teachers and further researchers who are interested in exploring the teachers' beliefs in teaching grammar.

1. Suggestions for Grammar Teachers

Based on the research finding, it is reasonable to suggest that teachers' beliefs are the best indicator of the types of instructional decisions they make during their grammar teaching. Regardless of which method should be applied in grammar teaching, it is also important for teachers to be aware of their students' needs and situations regarding the role of grammar instruction. This does not mean that teachers must teach grammar if their students demand it, but rather than the teacher can become more aware of the types of learning techniques students have get used to and prefer, and how these ideas relate to their own.

2. Suggestions for Further Researchers

Based on the findings of the current research, it is recommended that further research in this topic should use a questionnaire to collect data in order to elicit more detailed responses from the participants. Additional research on a larger sample is required for generalization, which can be done in different instructional contexts, schools, colleges and universities, both public and private. Further research in this topic should target EFL teachers of both genders, male and female, and EFL teachers who teach English at non English department students to ensure the accuracy and generalizability of data.

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